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ABSTRACT

Designed for use by vocational teachers, school administrators, and paraprofessionals, this handbook contains guidelines for conducting and evaluating programs to train and utilize paraprofessionals to help special needs vocational education students. It consists of four main sections. Section 1 describes such aspects of establishing a paraprofessional program as justification for a paraprofessional program, characteristics of special needs students, definitions of disadvantaged and handicapped, program funding, facilities and supplies, and selection of vocational paraprofessionals. Discussed next are paraprofessional personal and educational qualifications, experience, training, and certification. In an examination of the vocational paraprofessional at work the following topics are covered: job description, recognizing student needs, areas of learning, other responsibilities of the paraprofessional, recommended techniques of teaching, course structure, planning a teaching unit, relationship to the regular vocational teacher, responsibilities of the vocational teacher, public relations, and sheltered workshops. Also provided are evaluative criteria for paraprofessional programs and a course outline for vocational paraprofessionals. (MN)

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PARA-PROFESSIONALS

IN

VOCATIONAL EDUCATION

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A HANDBOOK FOR USE BY:

VOCATIONAL TEACHERS
PARA-PROFESSIONALS
INSTITUTIONAL ADMINISTRATORS

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A-C-K-N-O-W-L-E-D-G-E-M-E-N-T-S

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FOREWORD

Rapid growth has been experienced in the use of para-professionals to help special needs students realize success in their vocational programs across the State of Arkansas. The program is designed to improve learning conditions for the special needs student by: (1) lowering the teacher-student ratio under adverse conditions; (2) improving communications between the student and teacher; and (3) providing more one-to one experiences. The para-professional program has increased the classroom involvement of large numbers of Special Needs students.

Vocational para-professionals are knowledgeable about the skills being taught in the area where they work. They have been able to work under the direction of the vocational teacher and assist in finding special techniques and strategies in eliminating many of the difficulties being experienced by the special needs student. More and more special needs students are realizing greater potential in their vocational studies.

School administrators, who recognize that some of their students are having problems in vocational education, have learned to ask for para-professional assistance for their schools. The program is beneficial in both the classroom and shop settings.

This handbook is being prepared to help vocational teachers, school administrators, and para-professionals in conducting and evaluating the para-professional program. It is anticipated that this brochure will not restrict the activities of any vocational program, but will serve as a guide to assist in using the para-professional program to help special needs students in all vocational programs.

STARTING A VOCATIONAL PARA-PROFESSIONAL PROGRAM

JUSTIFICATION FOR A PARA-PROFESSIONAL POSITION

Eligibility for the vocational para-professional position is determined by the number of disadvantaged and/or handicapped students needing assistance in the regular vocational classes and in special classes where the concept can be defended.

In order for a vocational class to be eligible for para-professional assistance, the class must have a minimum of fifteen (15) students, of which eight must be disadvantaged and/or handicapped. Classes may be larger than the minimum of fifteen (15), but need not have more than eight Special Needs students, and still will be eligible for para-professional assistance.

It should be kept clearly in mind that the vocational para-professionals cannot be used as substitute teachers or as clerical workers.

CHARACTERISTICS OF SPECIAL NEEDS STUDENTS

This topic is appropriate at this time because the vocational teachers must identify or have identified for them the target population with whom they will be working.

The Special Needs students have been characterized by many names and labels over the last several years that have not helped to soften the jolts and shocks they received. In vocational education, the Special Needs student is thought of as a student needing help.

It is strongly felt that the major basis for identifying a student as being disadvantaged or handicapped for vocational purposes should be his/her inability to succeed in a regular vocational program without some special assistance. Where students labeled "disadvantaged" and "handicapped" are succeeding in the regular vocational program without any special assistance

and who have adjusted to the school and community, should not be identified as disadvantaged.

The above statement make it necessary to conclude that Special Needs students are those students who are not succeeding or cannot be expected to succeed in their vocational program without special assistance. The Federal Register, dated Monday, October 3, 1977, provides an overview of the rules and regulations pertaining to vocational education programs and services at the state level. A definition of who is disadvantaged and handicapped is as follows:

> *Sec. 195(19):20 USC 2461 states that "disadvantaged" means: persons (other than handicapped persons) who: (1) have academic or economic disadvantages and (2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.*
>
> *Sec. 195(16):20 USC 2461 states that "academic disadvantaged" for the purpose of this definition of "disadvantaged", means that a person: (1) lacks reading and writing skills, (2) lacks mathematical skills, or (3) performs below grade level. "Economic disadvantaged" for the purpose of this definition of "disadvantaged" means: (1) family income is at or below national poverty level, (2) participant or parent(s) or guardian of the participant is unemployed, (3) participant or parent is recipient of public assistance, or (4) participant is institutionalized or under state guardianship.*
>
> *According to Sec. 106(a)(5)(B) (1): 20 USC 2306; H. Report No. 94-1085, page 34 gives the definition of "handicapped" as shown below.*
>
> *"Handicapped" means: (a) a person who is (1) mentally retarded, (2) hard of hearing, (3) deaf, (40 speech impaired, (5) visually handicapped, (6) seriously emotionally disturbed, (7) orthopedically impaired, or (8) other health impaired person or persons with specific learning disabilities, and (6) who, by reason of the above, requires: (1) special education and related services, (2) cannot succeed in the regular vocational education program without special educational assistance, or (3) requires a modified vocational education program.*

The above definitions are a part of Public Law 94-482, the 1976 amendments to the Vocational Education Act of 1963. All vocational educators need to become familiar with these definitions.

INDICATORS OF DISADVANTAGEMENT

Experience has taught Special Needs educators to observe indicators that their students may be confronted with problems. Sometimes the students' problems are monumental and they need help. Below is a brief list of indicators that Special Needs educators have used in looking for the effects of disadvantagement:

1. Persons from homes with poor educational backgrounds.
2. Non-skilled family heads receiving less than poverty level incomes.
3. Persons in correctional institutions or in institutions for neglected children.
4. Members of ethnic groups who have been discriminated against.
5. Children from families dependent on social services to meet their basic needs.
6. Children from families having low motivation for educational and academic attainment.
7. Unwed teenage parents.

Certain geographical areas have been found to have high concentrations of disadvantagement. Some are:

1. The Delta where cotton and farming was a way of life because many people have been displaced with no saleable skills.
2. Economically depressed communities.
3. Areas with high concetrations of school dropouts and youth unemployment.
4. City ghettos.

The handicapped is a different story. They are identified by qualified personnel and referred to vocational education. The work being done by special education, the rehabilitation services, MRDDS, and the schools for the Deaf and the Blind is making the delivery of special services to the handicapped more realistic.

PROGRAM FUNDING

The para-professional program is being funded with both state and federal funds. Federal funds constitute the lion's portion of the funding for the para-professional program. Where the para-professional is working in a regular vocational program, the para-professional's salary is funded from Sub-parts 2 and 3 of P.L. 94-482. Where para-professionals are used to provide assistance in special projects, their salary is funded from funds made available through Sub-part 4 of P.L. 94-482.

Reimbursement is provided to those para-professionals working in regular vocational programs equivalent to approximately 95% of the cost of their vocational salary.

In order to improve the quality of the program where para-professionals have done a good job, the local agency is allowed to establish the salary. This has improved the tenure in many programs.

In first year programs, the reimbursement is determined at a rate no greater than $800 per school year for one hour per day. The school has the privilege to use the para-professional for as many periods as the school has eligibility.

Reimbursement for para-professionals' salaries that are utilized in special projects funded under Sub-part 4, Section 140 of Public Law 94-482 will be provided on the basis of 100% of the cost for approved classes. These programs are initiated on the basis of a proposal submitted that shows how they will be operated and what the funds will be used for.

Para-professionals funded under Sub-part 4, Section 140 of P.L. 94-482 will not be required to adhere to enrollment requirements like para-professionals funded under Sub-part 2 and 3.

These programs may be reimbursed on a basis not to exceed $800 per

period for approved vocational classes.

To apply for a para-professional program, the institution's administrator sends a letter of request to the Supervisor of Special Needs Programs at the Department of Education. Application forms will be mailed to the school to be completed and returned. A school employee's contract signed by the para-professional, and members of the school board should be returned along with one copy of the application form. The contract's validity should be conditioned upon the approval by the Department of Education and such approval should be sought well in advance of the school term so that the para-professional may be able to participate in pre-service training and begin the first day of school.

PREPARATION OF FACILITIES

A school that is utilizing a vocational para-professional program will need additional facilities as the para-professional must have many of the same working facilities and equipment as a regular teacher. The school may need to provide equipment such as the following:

1. The work area should include a desk, filing cabinet, office supplies, and other items essential to the service being provided by the para-professional;

2. Extra supplies will be required for the para-professional to help the Special Needs student. These materials may be supplied by a joint effort of the Department of Education and the institution involved. The kind of supplies needed will be determined by the type of special vocational program provided and the needs of the students in the program;

3. Because Special Needs students require more varied materials to achieve the equivalent of their peers in regular programs, financial assistance is needed in purchasing the following kinds of teaching aids: filmstrips, tapes, transparencies, slides, learning games, and any other kind of audio-visual supplies that may be appropriate for Special Needs students.

Securing the facilities is only part of the responsibility of the institution and the Department of Education. An evaluation of the facilities

shall be conducted on an annual basis to note any needs that should be supplied.

SELECTION OF VOCATIONAL PARA-PROFESSIONALS

The idea of securing para-professionals should originate with the vocational teachers. The teachers should discuss the para-professional program with their administrators. Then, they may elect to consider involving their advisory committees in this task. After receiving agreeable response to the plan, the vocational teachers should be permitted to search for someone who is capable in the vocational field in which they work. The person contacted should possess good character and be recognized for his/her ability to perform expected vocational skills. He/she should have a good attitude and a cooperative spirit. He/she should have a real concern for Special Needs students and a dynamic enthusiasm for work.

The vocational teacher should be able to recommend this person to the proper administrators; the administrations will, in turn, recommend the person to the Board of Education who does the hiring of vocational para-professionals.

TRAINING AND QUALIFICATIONS OF THE PARA-PROFESSIONAL

PERSONAL QUALIFICATIONS

A potential worker with Special Needs students must have good physical and mental health; a warmth for, an interest in, and a desire to work with disadvantaged and handicapped students; and above all, a vital interest in learning. A para-professional must possess a maximum of empathy, warmth, and genuineness.

The para-professional's behavior should reflect the institution's policies and teacher standards, and her/his dress should be appropriate for

the vocational course he/she is teaching.

DEPARTMENT OF EDUCTION REQUIREMENTS

The qualifications of the vocational para-professional are minimal as required by the Department of Education. The vocational para-professional must have at least a high school education or its equivalent and knowledge of the practices, procedures, terminology, supplies, tools, and equipment used in the designated area. The para-professional must have a safe work record, good grammatical usage, and standards of courtesy and behavior relevant to student expectations. The para-professional must be able to carry out under the supervision of the vocational teacher, those practices recommended by the teacher.

The Advisory Committee formulating the standards for vocational para-professionals' qualifications may consider several alternatives. They may decide that although an additional teacher may be needed, on some occasions, an alert and dedicated para-professional under the vocational teachers' direction could provide assistance in helping Special Needs students keep pace with their peers.

EDUCATION

The para-professional should be selected on the basis of his/her knowledge or experience in vocational fields, his/her familiarity with the mechanics of the learning process. The para-professional must also have the equivalent of a high school education.

It has been recognized that more formal education on the part of the vocational para-professional would be of great value. In the few instances where persons with certifiable credentials were employed as para-professionals, the results were especially rewarding. However, it is un-

realistic to expect the para-professional to have a B.A. or B.S. degree at the salary scale currently provided; and, in most situations in Arkansas, persons with limited formal education have been found highly efficient and effective as para-professionals. This is especially true in specific areas of skill trades training and in relating to students with special needs.

PRACTICAL EXPERIENCE

The vocational para-professional shall bring to the classroom practical experience in working with people and/or students. He/she should have had experience in the vocational field to which he/she is assigned. The length of experience necessary will be determined by the vocational teacher utilizing the para-professional, and the administration involved in hiring the para-professional.

TRAINING

The relevancy of the vocational para-professional's training, education, and practical experience should be determined by the philosophy of the vocational education program. In theory, the para-professional should be trained to operate instructional equipment and present materials according to the supervising teacher's plan.

There needs to be a time designated when the teacher can instruct his/her para-professional in the presentation of teacher-prepared lesson plans, and to coordinate special skills of the para-professional into existing lesson plans. In addition, vocational para-professionals should be instructed by the teacher in specific classroom operations and procedures. It is recommended that this training be done in pre-service sessions before the opening of the school term.

Special in-service courses pertaining to instruction for the para-professional's role in the school and community programs, curriculum methods, teaching and learning processes, and specific skills according to his/her area should be provided. Performance criteria should be used to determine the amount and type of training given. It must be recommended that most para-professionals will be limited to the area of pre-service training for a particular position.

There is a statement in the guidelines that each person employed as a vocational para-professional and the vocational teacher with whom he/she will work must participate in a minimum of 15 class hours of joint pre-service and in-service training during the first year's work. Each year thereafter, the vocational teacher and the para-professional should participate in a pre-school conference of one to five days duration for the purposes of familiarizing each other with the needs of upcoming students, the implementation of lesson plans, and the understanding of class routines. The para-professional should be reimbursed at the accepted hourly rate for this work.

The vocational teacher and the para-professional should also attend annual in-service training sessions which are closely associated with the duties to be performed by the para-professional. The program policies should be established by the local administrative personnel in cooperation with the Department of Education Guidelines. The length of time, meeting place, and persons attending will be determined by the need for such training and the amount of funds available.

Certification for a para-professional should be provided as the person progresses in competency. The state staff should assist in providing some of this training. The following techniques may be used to provide pre-service and in-service training for the vocational teacher and the para-

professional:

1. *Orientation: The vocational para-professional should be brought into the institution one week before instruction of students starts to meet other school staff members and to learn the school's organization, storage facilities, polices, and other information pertinent to the operation of the learning station.*

2. *Conference: The vocational teacher, the para-professional, and other personnel involved with the success of the program should meet for pertinent discussion.*

3. *Seminar: With the help of the state staff and/or vocational teacher education staff, seminars will be set up. They may involve more than one school, but should be limited so that local persons attending will feel free to discuss problems and offer possible solutions.*

4. *Discussions: Open and frank discussions between teacher and para-profession will enhance and enrich the program.*

5. *Inter-school visitation: The teacher and para-professional may visit other schools to view outstanding or different programs.*

6. *In-service training or district level: In-service training may be available within the school district and involve those schools that hire para-professionals.*

CERTIFICATION OF VOCATIONAL PARA-PROFESSIONAL
Special Need Programs
Division of Vocational, Technical, and Adult Education

I. MINIMUM

1. Education: High school or equivalent,

must obtain a minimum of 15 clock hours of vocational in-service training conducted by the State Department of Education in combination with the local school during the first year of employment;

2. Age: 18 years of age or older;

3. Health: must meet health requirements of local district

II. CERTIFIED VOCATIONAL PARA-PROFESSIONALS

1. All requirements in I

2. Experience: must have successfully completed one year's experience as a para-professional

3. Attend a minimum of one workshop, seminar, or training program for para-professionals during the first year of service.

III. CERTIFIED VOCATIONAL TEACHER'S ASSISTANT

1. Requirements I and II

2. Experience: must have successfully completed two years experience and hold a certified Para-professional Certificate

3. Skills must have mastered the basic skills in his/her service area;

4. Attend and complete a minimum of one in-service training course for para-professional during the second year of service.

SUMMARY

Upon the completion of these requirements at each level, a certificate will be issued by the State Department of Education which will be recognized by all schools with vocational programs in the State of Arkansas.

As the vocational para-professional achieves levels I and II, that person should then become eligible for the maximum pay allowed by the state and increments allowed by the local school district.

ILLUSTRATION OF CERTIFICATE:

This is to certify that

_____

has completed the requirements for a Certified Para-professional as set forth by the Vocational Division of the Arkansas State Department of Education, and the Arkansas State Board for Vocational Education.

_____ _____

(date) *(signature)*

THE VOCATIONAL PARA-PROFESSIONAL AT WORK

JOB DESCRIPTION

Vocational para-professionals assist vocational teachers in working with their disadvantaged and/or handicapped students. Dr. Rebecca Collins of Arkansas State University has described these non-teaching personnel as "homework helpers, study center supervisors, team-teaching assistants, audio-visual equipment managers, community resource utilization assistants, case finders, group work aides, automated instruction aides, and counselor assistants." Their professional duties may be described as assigned duties designated to help Special Needs students make progress in basic subjects and skills introduced by the vocational teacher.

Job descriptions that spell out specific duties and responsibilities of the vocational para-professional should be developed. There should be a clear understanding that the teacher is in command over all classrom conditions. *THE PARA-PROFESSIONAL IS AN AIDE AND NOT JUST A CLERICAL HELPER.*

The Department of Education does not permit the approval of vocational teacher-aides to do full-time clerical duties. It is stipulated that "vocational teacher aides must work in the instructional program and any clerical duties must be directly related to the vocational needs of disadvantaged and/or handicapped students."

RECOGNIZING STUDENTS' NEEDS

The Special Needs student is characterized by many diverse and complex factors. The causative factors contributing to poor educational performance are economic depression, social ineptness, and cultural and educational deprivation. The para-professional must recognize and develop understanding and empathy for students displaying any combination of the above symptoms or

factors. Para-professionals should not expect a student to aspire toward excellence in an area that the student associates with failure rather than success. Instead, they are to help motivate the student and strive to build self-confidence so that the student becomes willing to try once again.

AREAS OF LEARNING

Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES delineates three principal domains which directly affect a student's educational progress--the cognitive, affective, and psychomotor. A para-professional can have a distinct beneficial effect upon all three.

For instance, the COGNITIVE DOMAIN deals with the mind and the knowledge that an individual may possess--comprehension, application, analysis, and evaluating memory (level of intelligence). The para-professional helps in the cognitive learning process by:

1. assisting the student in planning instruction material to be presented to these students;
2. assisting the teacher in administering the material through individual contact with the students;
3. assisting the teacher in evaluating student performance;
4. assisting the teacher in reteaching to eliminate repeated weaknesses;
5. explaining the teacher's corrections on tests and assigned papers and giving additional help or explanation on other project assignments.
6. reviewing subject matter, assisting in the use of individualized learning packages, supervising work performances, and tutoring in communication and computational skills;
7. bringing to the attention of the teacher student deficiencies in subject matter and skills;
8. giving and scoring make-up tests and reviewing tests results in conference with the students; and
9. assisting the teacher in developing educational media needed to reinforce the teaching and learning process.

The AFFECTIVE DOMAIN contains the emotional and spiritual feelings of an individual. According to Bloom's Taxonomy, this would be the areas of receiving, responding, valuing, organizing, and personifying, since the lifestyle of experiences make up the personality. The para-professional can help a disadvantaged or handicapped student progress in this area by bringing about positive learning experiences by or through:

1. helping the teacher maintain a pleasant, orderly atmosphere in the classroom;
2. helping the teacher in problem areas such as dissension in the classroom, personality conflicts, and personal problems of the students;
3. listening and talking quietly to a student who is upset or disturbing the classroom;
4. going over a paper with a student to make constructive suggestions;
5. stopping arguments and other disruptions;
6. explaining school rules to the students;
7. assisting the students in realizing positive attitudes toward education in general and achieving success in a specific vocational program;
8. assisting the students in developing more positive self-concepts, self-worth, and belief in their abilities to succeed;
9. collecting background data about the students in order to understand why they are as they are. This should be done on the advice of the vocational teacher, and, of course, is to be kept confidential. There are many problems that impede student achievement and the better the teacher and para-professional understand these and use them in positive ways, the more progress each student can be helped to achieve.

PSYCHOMOTOR LEARNING includes all learning associated with body movements. It has been well-documented that certain mental skills have been perfected. For instances, some infants learned to walk before they barely knew how to creep. It was later found these same students had difficulty in maintaining proper left-to-right eye movement in reading. The difficulty in reading was removed once the students re-learned and perfected the crawling

technique.

Para-professionals should devote a large percentage of classroom and laboratory time to implementation of individual psychomotor skills involved in writing, reading, and manipulation of tools, etc. They should help the students grasp abstract concepts through the use of "hands-on" activities designed to reinforce the concept and explain its practical application.

Besides the activities listed above, the para-professional may assume other responsibilities:

1. checking laboratory work, including the use of materials, equipment, tools, and encouraging accepted safety practices in the student's work;
2. circulating in the classroom to see if students are completing their work and giving help where needed;
3. working in specific skill areas with individuals;
4. preparing visual aids and bulletin boards;
5. setting up and operating audio-visual equipment;
6. preparing handouts;
7. supervising small group activities;
8. assisting in keeping materials organized;
9. helping students find information for research problems;
10. relieving the regular teacher of many small details to allow for more teacher supervision and individualized instruction;
11. teaching students how to dress appropriately for the occasion;
12. assisting students with spelling and vocabulary;
13. checking the class rolls;
14. assisting students with make-up work and checking the work;
15. checking daily assignments and reporting to the teacher the ideas that need re-teaching.

COMPETENT USE OF TEACHING TECHNIQUES AND MATERIALS

The para-professional can provide a rewarding service by assisting the teacher in meeting the vocational education objectives of vocational students with special needs by becoming acquainted with the materials and techniques used in the course of study. Below is an illustration of a course structure:

COURSE

Topics	Topics	Topics	Topics
Resource Unit	Resource Unit	Resource Unit	Resource Unit
Teaching Unit	Teaching Unit	Teaching Unit	Teaching Unit
Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan

The teacher is responsible for the course and the topics thereof. The number of topics in a course depends on the course content. The para-professional can help in acquiring, organizing, and filing materials in the resource unit and can make materials and media from the resource unit requested and/or needed by the teacher for the teaching unit and lesson plan.

In essence, the resource unit of teaching is a method for organizing subject matter, teaching techniques, and teaching devices in order to create effective teaching-learning situations. It is a comprehensive and systematic way of applying the basic education principles that should operate in good

teaching and learning situations. Each unit may be said to have two parts: (1) the learning products the teacher hopes will result from the unit; and (2) the activities and experiences that are intended to produce these learnings.

All resource units must be planned even though in some units many of the activities pursued by the students are developed by teacher-student planning while the unit of work is in progress. In general, a resource unit should follow a pattern like the one outlined below:

1. There is an overview which describes the nature and scope of the unit.

2. Specific objectives which are the understandings, skills, attitudes, ideals, and appreciations are listed.

3. The unit assignment includes activities the class will participate in during the teaching of the resource unit. The activities will be two types: (a) the basic activities to be done by all students to some extent in a given period, and (b) the optional related activities.

4. The study and activity guide will contain the instructions for carrying out the core activities to be done individually and in small groups.

5. Study and activity guides will contain the instructions for carrying out the optional related activities.

6. A list of materials and reading for the students to use in studying, in or outside the classroom, is included.

7. A bibliography and list of materials and media for the use of the vocational teacher and para-professional.

8. A test to be used in evaluating the success of the resource unit, which should test adequately each of the learning products described in one and two above.

To make a plan for a teaching unit, one should first decide what the students are expected to learn in a unit. That learning should then be described in an overview or statement of the general objective. The vocational teacher and para-professional should draw the content of the overview from the objectives set forth in the resource unit.

The vocational teacher should select the specific objectives for the unit. Specific objectives are understandings, skills, appreciations, ideas, and attitudes that the teacher will expect the students to learn. To attain the general objectives as stated in the overview, specific objectives should be selected that will contribute to the general objectives. They can be selected from the understandings, skills, and appreciations, listed in the resource unit. In selecting the objectives for the teaching unit, the teacher will want to be quite selective and not be limited to the objectives in the resource unit.

Goals (general objectives) are selected first, then the activities, both basic and optional. They should be listed separately, and only activities that will bring out the desired objectives should be listed. At this point, it is necessary to consider how to launch, develop, culminate, and evaluate the unit.

A study guide might be prepared at this time, or it might be better to wait until the students have participated in helping to plan the unit's development. In either case, the study and activity guide should be based on the basic problem-solving activities as much as possible. It should also include some mention of optional related activities suitable for the unit. Detailed directions for various optional related activities must be kept in a separate file. Finally, from the list of materials, media, and bibliography of the resource unit, the teacher can select those items needed in teaching the unit.

There is no one lesson plan to be preferred over others. The format should be left to the teacher. A format should be used that is easy to follow, that lists the activities in order of use, that provides for the maximum amount of detail in the minimum space, and that makes provisions for each of the following elements, although they need not be present in every

lesson plan:

1. *The objective: A precise statement of what is to be learned in the lesson that is prepared.*

2. *Subject matter: An outline of the subject matter to be covered is often very helpful. If it is to be used, it can be included here.*

3. *The activities (or class procedures): The activities through which the objectives will be reached should be listed in order of occurrence with provisions for introducing them and for culminating activites. Evaluative activities should be included also.*

4. *The materials needed: Planning includes acquiring the materials needed for each activity and getting them ready for use. Preparing the classroom for the lesson should also be included.*

5. *Special notes: Reminders of anything that may be forgotten should be noted. This section usually includes matters that are out of the ordinary. Announcements and special work for individuals are examples of the type of thing often included.*

6. *The new assignment: This section will be devoted to the assignment. An outline based on the six headings above is satisfactory. In selecting a format, a teacher should remember that a lesson plan is for the use of the teacher (except in emergencies). The format to be used should be the one found to be the easiest and most comfortable for teacher and student to follow.*

THE PARA-PROFESSIONAL'S RELATIONSHIP TO THE REGULAR VOCATIONAL TEACHER

A meaningful relationship should be developed between the vocational para-professional and the regular vocational teacher. There should be a clear understanding that the teacher is in command over all classroom responsibilities. The para-professional is an assistant, not a substitute; neither is the para-professional to be considered a general *"lackey"* for the performance of menial duties or classroom clean-up. The para-professional should maintain a line of open communication with the teacher so that the students' best interests will be served, and the relationship between the teacher and para-professional should always be kept on a high professional plane by avoiding gossipy, critical remarks.

The para-professional, just as the teacher, must be motivated to the extent that he/she is enthusiastic and imaginative as this will help the para-professional assume responsibilities in such a way that the work is challenging and interesting. Creative sense and natural curiosity will help the para-professional to understand the student's responses to teacher-planned activities. Moreover, he/she is flexible, has a sense of humor, is warm-hearted, and perceptive of the teacher's understanding of the school philosophy and the grade level being taught.

RESPONSIBILITIES OF THE VOCATIONAL TEACHER WHILE WORKING WITH THE VOCATIONAL PARA-PROFESSIONAL

The major responsibility for training and supervising a vocational para-professional must be left to the local institution. Since the teacher will determine what roles the vocational para-professional should play, he/she should be vitally involved with determining these roles, the responsibilities, and the limitations of this training.

Specifically, teachers shall:

(1) designate an orientation period with the vocational para-professional before the beginning of the school year to discuss duties and responsibilities the para-professional is to assume;

(2) assist in the training of the para-professional in knowledge and skills necessary to be proficient in the desired vocational area;

(3) plan aims and objectives with the para-professional;

(4) supervise the para-professional; giving the necessary guidance for maximum individual achievement by the student;

(5) develop an awareness of the total school program concept;

(6) communicate with the para-professional to fulfill the aims and objectives;

(7) inform the para-professional about administrative and legal policies;

(8) give credit to the para-professional for jobs well done.

(9) periodically, evaluate the program of work and correct deficiencies.

The vocational teacher and the para-professional must have time for evaluation and planning when students are not present. It is suggested that is be done before or after school, or during the vocational teacher's conference period.

MAINTAINING GOOD RELATIONSHIPS

1. *The vocational para-professional should maintain good relationships with all instructional and administrative staff members in the school. The supervising vocational teacher should be a wise and trusted advisor to the para-professional.*

2. *The para-professional should have assigned duties and responsibilities based on guidelines found in this publication and enjoy the same privileges as other faculty members.*

3. *The para-professional should establish rapport and respect with students, as well as faculty members.*

4. *The para-professional should have some knowledge of the principles and laws of science and mathematics, and should be proficient in applicable manual skills and use of tools.*

5. *The para-professional should have the ability to communicate and articulate with faculty members and administrators.*

WORKING WITH THE ADVISORY COMMITTEE

The Advisory Committee can play an important role in establishing the worth of the para-professional and his work in the community. An advisory committee composed of knowledgeable vocationally oriented persons may recommend to the vocational teacher and the local school board people who are qualified vocational para-professionals. The importance of the relationship between the Advisory Committee and the vocational para-professional may be

stressed by publishing articles with appropriate pictures showing the working rapport between the parties. The regular vocational teacher should insist that the para-professional attend the advisory committee meetings as a participant. It is through such participation by the para-professionals that the Advisory Committee can become acquaintainted with their role in the classroom and be in a position to support a Para-professional Program in a community.

PUBLIC RELATIONS

Public relations is the selling of your para-professional program to the school and community.

The importance of public relations cannot be overly stressed. Good continuous public relations may result in greater support from the following segments of the community:

1. *Institution administration and teacher personnel*
2. *Business leaders and prospective employers*
3. *Civic clubs and organizations*
4. *Parents and lay personnel*
5. *State and local government leaders*
6. *Prospective students*

Improving public relations with a Para-professional Program may be done by:

1. *publishing an article stating duties and responsibilities in the student and teacher policy handbook;*
2. *writing feature articles, with pictures, about para-professionals explaining their jobs;*
3. *inviting senators, representatives, and other key personnel to a seminar;*
4. *taking the para-professional to meetings and functions and introducing them to leaders*
5. *including para-professionals in in-service training programs;*
6. *including para-professionals in pictures, slides, and demonstrations used in selling one's program or department.*

Benefits accruing from a good public relations program:

1. *continued and increased funding of para-professional and vocational programs;*
2. *getting favorable actions from employers who hire students ready for employment;*
3. *getting better support from the administration for programs for special needs students;*
4. *increased demands from students for courses when para-professionals are used.*

SHELTERED WORKSHOPS

Many of the duties of a para-professional within a sheltered workshop are the same as a para-professional in the public schools. Therefore, the para-professional in sheltered workshops will follow the preceding guidelines along with the specific guidelines which are listed below.

Sheltered workshops may offer the following services: work evaluation, work adjustment training, job readiness, and job placement in the community. Other services include sheltered workshop employment and a work activity center, but the para-professional would not be directly involved with these groups.

DUTIES OF THE PARA-PROFESSIONAL:

1. *client tours and orientation*
2. *administer certain dexterity tests*
3. *keeping up-to-date records for client files*
4. *client consultation*
5. *on-the-job supervision and assistance within the workshop*
6. *participation in staffing of clients*
7. *assist with job development and follow-up*
8. *assist with keeping discipline within the workshop*
9. *assist with client transportation when coordinator is unavailable*
10. *contribute to public's awareness of the workshop and vocational education*

REQUIREMENTS FOR A PARA-PROFESSIONAL

1. *participate in at least forty hours of in-service training;*
2. *participate in the number of in-service training programs during the year as required by the state staff;*
3. *have a high school diploma or the equivalency of the high school diploma;*
4. *have the patience and stamina to work with handicapped and disadvantaged students*

IMPORTANCE OF PARA-PROFESSIONAL

It is important to have a para-professional in a sheltered workshop because of the large number of students served. Thus, the teacher coordinator can have more time with the students.

PARA-PROFESSIONAL AT WORK

It should be stressed that the para-professional is under the direct supervision of the teacher coordinator. At times the para-professional will be involved with the clerical aspect of the job, but her/his major responsibility will be working with the students.

ADVISORY COMMITTEE

Most sheltered workshops are operated under the guidance of a board of directors. Attendance at advisory meetings is necessary as requested by the executive director of the sheltered workshop.

EVALUATIVE CRITERIA
FOR A PARA-PROFESSIONAL PROGRAM

The continuation of the vocational para-professional program will depend on its effectiveness with the Special Programs Section of the Division of Vocational Education, the school and the community in which the para-professional is employed. To be aware of how effective a para-professional program is, the personnel involved should make periodic evaluations. All persons concerned or affected by the program should participate in this evaluation. However, the vocational teacher must assume the major responsibility for this task.

Criteria for evaluating a para-professional program are as follows:

1. *student drop-out rate;*
2. *achievement rate;*

3. *student's attitude toward school and the vocational program;*
4. *staff's attitude toward the vocational para-professional program;*
5. *community willingness to support the vocational para-professional program;*
6. *student's attitude toward life;*
7. *administrators' attitude toward the vocational para-professional program;*
8. *the amount of time the teacher has for individual instructions.*

BENEFITS EXPECTED FROM A VOCATIONAL PARA-PROFESSIONAL PROGRAM

A para-professional program benefits the students, the para-professionals, the vocational teacher, the school, and the community.

STUDENTS

The students have more individualized attention from concerned adults. There is more mobility within the classrooms so that the students may move confidently from one activity to another. Grading of the students' work is kept up to date and the students may be given time to do make-up work. Also, small groups are given supervised instruction to help them to strengthen work skills. Students are given greater opportunities for more programs. Special assistance is given to transfer students. Regular students make more progress because the para-professional aids the teacher in giving individual help to the disadvantaged and/or handicapped students. Special Needs students more nearly reach their potential. The advanced students are challenged because there is time to add enriching ideas to their assignments.

PARA-PROFESSIONALS

The possibilities for employment for para-professionals are unlimited. A recent survey indicated that 25% of our total population are disadvantag-

ed and 19% are handicapped. With these percentages of the total population meeting the minimum guidelines of the Arkansas State Plan for Vocational Education, the opportunities for the employment of para-professionals are evident.

Para-professionals may be employed in high school vocational programs, area vocational schools, and other approved vocational institutions. There is a rapidly growing demand for this type of para-professional not only in established vocational programs, but also in the newly instituted programs designed to help disadvantaged and handicapped persons to become employed citizens of our state. As more educational institutions become aware of the concept of vocational para-professionals, even a greater number of these people will certainly be in demand.

Possibilities for the employment of multiple para-professional teams now exist, in which a group of helpers, each having expertise in a different area, provide assistance to the teachers of a school on a cooperative basis whenever the need for expertise in a special skill area arises.

A benefit that might accrue from working as a vocational para-professional is the fact that the experience and education would develop aspirations that could lead to a degree program at a four-year institution and certification as a professional educator.

The employment openings for certified para-professionals make the time, effort, and money that is spent in upgrading our vocational education programs for Special Needs students very worthwhile.

VOCATIONAL TEACHERS

The teacher has time to give individual instruction and counseling. Muti-media teaching materials are better prepared and programmed and can be used more often. Attractive and educational bulletin boards are kept

current. The para-professional can keep check on how the students are following the teacher's instructions. Disciplinary problems are reduced or eliminated. The para-professional assists the vocational teacher with the responsibility of club sponsorship.

The teacher's role rises in status and is more satisfying because he/she increases the scope and effectiveness of his activities. Released time allows the teacher to gain a better perspective of his teaching for evaluation.

SCHOOLS

The heads of the schools are provided some answers to their dilemma of the ever-increasing needs for school services. The shortage of a professional staff is alleviated. The para-professional program is not a panacea but does provide a practical solution.

COMMUNITY

Through the para-professional program, the unemployed and educationally disadvantaged and handicapped persons are provided a means for entering the mainstream of productivity. The students all develop a good rapport with the school and community.

COURSE OUTLINE FOR VOCATIONAL PARA-PROFESSIONAL

THE ROLE OF THE PARA-PROFESSIONAL IN THE SCHOOL AND COMMUNITY:

AIMS:

1. The vocational para-professional will learn her/his role in the classroom and the school.
2. The para-professional will learn the ways in which this relationship will reflect the culture, values, and styles of the community.
3. The para-professional will gain understanding of the relationship between the school and the community.

OBJECTIVES:

1. To understand the need and reason for para-professionals to assist the vocational teacher who is teaching the disadvantaged and handicapped students;
2. To learn of the inter-relationship between teachers, administrators, parents, students, advisory committees, and para-professionals.
3. To allow the vocational para-professional to become acquainted with the structure of the school system.
4. To give information about clubs, professional organizations, and certifications that are a part of the activities of the special needs students.
5. To understand the part the federal, state, and local levels of government play in the education of the Special Needs students.

TOPICS OF INSTRUCTION:

1. Curricula--course content
2. Teaching methods
3. Staffing
4. Class organization
5. Decision making
6. Counseling and parent roles

STRUCTURE OF CONTEMPORARY EDUCATION:

1. The state and federal structure
   a. Congress
   b. Office of Education
   c. State Legislature
   d. State Department of Education

STRUCTURE OF CONTEMPORARY EDUCATION:

2. Financing Education

    a. Local tax base
    b. State role
    c. Federal programs
    d. New alternatives

3. Professional Associations

    a. Professional Association for Para-professionals
    b. Teacher Retirement
    c. Parent Group
    d. Community Organization

KEY CURRENT ISSUES:

1. Performance of the schools
2. Staffing
3. Evaluation
4. Financing
5. Integration
6. Forms of governance
7. Teacher roles
8. Student roles and rights
9. Role of education and schools

THE PARA-PROFESSIONAL:

1. Origin of para-professionals' program
2. The new effect of the 1980's
    a. Anti-poverty
    b. Personnel shortage
    c. Performance failures
3. The current scene
4. Para-professionals and pupil performance
5. Para-professionals and professional practice
6. Para-professionals and the community
7. Roles of the para-professional
8. Financial reimbursement for professional meetings

COMMUNITY DEVELOPMENT

AIMS, GOAL, OR PURPOSE

To improve the social, educational, economic and cultural status of the local school and surrounding community.

OBJECTIVES:

In order for the para-professional to be effective in promoting community development, he/she should be able to:

1. *Understand the relationship between the school and community and the impact of one on the other.*
2. *Become aware of the historical development of the school and community.*
3. *Reflect the proper image of the school with the community.*
4. *Develop in the student an understanding of the function of the community.*
5. *Participate in community projects such as county fairs, science fairs, district fairs, state fairs, etc.*
6. *Participate in community club activites.*
7. *Support school and community functions and activities.*
8. *Enrich and expand the school program to improve the instructional techniques in the school in order to reach more disadvantaged and handicapped students.*
9. *Assist students to become aware of themselves as people.*
10. *Make available teaching materials on a level that students can comprehend.*
11. *Develop self-confidence in the student so that he can become a useful contributing member of the community.*

TOPICS OF CONCERN

1. *Determining the immediate needs of the community.*
2. *Ways and means of rectifying those needs.*

ACTIVITIES:

The vocational para-professional should become knowledgeable of community affairs so that he/she can render tangible assistance in implementing the program as it relates to community development. A list of these activities are as follows:

1. *School policies*
2. *Student handbook*
3. *Community culture*
4. *Area resources*

The techniques for the presentation of the previous topics are as follows:

1. *Resource person for program implementation*
2. *Pre-service and in-service training*
3. *Use of the advisory committee*

HUMAN RELATIONS

The area of human relations is broad and varied, and to be most effective the vocational para-professional must understand the areas of commonality and differences, and the interrelationship of human beings.

AIMS:

The aims of the vocational para-professional in the area of human relations with students is to help develop within the students a positive self concept.

OBJECTIVES:

1. *To develop in each student an active interest in, and understanding of, the subject area.*
2. *To develop in each student desirable work habits and attitudes.*
3. *To develop in each student the skills and knowledge necessary for job entry level jobs.*
4. *To develop in each student an appreciation of good design and quality workmanship.*
5. *To develop in each student social, civic, and ethical responsibilities necessary for living in a democratic society.*

TOPICS OF INSTRUCTION:

1. *Grooming (dress suitable for the area or activity)*
2. *Communications*
3. *Work habits*
4. *Attitude*
5. *Conferences*
6. *Understanding of the total program*
7. *Respect for others' rights and property*
8. *Acceptance of others*
9. *Proper employee and employer relationships*
10. *Value of good health and health habits.*

TECHNIQUES:

1. *Example of teacher and para-professional*
2. *Speeches and demonstration*
3. *Judging contests*
4. *Career day*
5. *Social activities*
6. *Fairs*
7. *Achievement and recognition*
8. *Encouragement*
9. *Articles and pictures in local paper*
10. *Cooperation between academic and vocational departments.*

COMMUNICATION SKILLS

Language arts and communication skills help the vocational student to perform a job, to read directions, to express to others his/her thoughts and needs, verbally, and in writing. Communication Skills should be used in relation to experience areas. They must also be taught as skills to provide the slow learner with an organized, step-by-step method for learning.

OBJECTIVES:

1. *The vocational student develops a positive attitude and personal direction in his educational and employment endeavors.*

2. *The vocational student is encouraged to take greater advantage of opportunities to gain job skills, to take pride in the quality of his/her course work, and to develop efficiency in the completion of assigned tasks.*

3. *The vocational student, through communication, is encouraged to attend classes regularly in order to assure his success in basic education and in the world of work.*

TOPICS OF INSTRUCTION:

1. *Oral expression;*
2. *Written expression;*
3. *Exploration;*
4. *Demonstration.*

TECHNIQUES:

1. *Learning by doing, step-by-step instruction.*
2. *Letting the interest level of the student partially dictate the length of the learning session.*
3. *Using audio-visual aids.*

SEQUENTIAL APPROACH TO DEVELOPING COMMUNICATION SKILLS

I. LISTENING

A. Specific listening skills

1. To follow directions
2. To take notes
3. To practice business-world etiquette
   a. To remember names
   b. To be attentive to requests and items of information
4. To develop understanding that comes from being prepared to listen
   a. To know about the job to be performed
   b. To learn the vocabulary peculiar to a job
5. To recognize propaganda devices
6. To understand one's own problems and the problems of others
7. To be a good conversationalist

B. Listening with reading, writing and speaking

1. Tenth grade
   a. Formulating, through inductive reasoning, guides for listening
   b. Participating in group and class discussions
   c. Listening to assignments to follow directions
   d. Writing for an audience

2. Eleventh grade

a. Listening for propaganda and persuasive devices used by speakers and writers
b. Listening to descriptions of jobs and tools

3. Twelfth grade
   a. Listening to become more adept in recognizing changes in a technical vocabulary
   b. Consciously developing an understanding of himself/herself to help him/her use listening as an aid for critical thinking
   c. Taking notes
   d. Using the telephone
      1. Specific names and times
      2. Careful notation of message and date

II. READING AND VOCATIONAL LITERATURE

A. Tenth grade

1. Improving reading skills
2. Reading an abundance of easy materials such as career booklets and career stories
3. Participating in free reading periods

B. Eleventh grade

1. Studying vocational literature as related to the individual
2. Reading trade magazines and job descriptions
3. Developing an understanding of various methods of reading: skimming, studying, re-reading, noting details
4. Continuing improvement of reading skills, especially those of speed and comprehension

C. Twelfth grade

1. Emphasizing literature the first semester
   a. Studying literature to help one to understand himself/herself
   b. Reading in dimension to develop techniques of problem solving
2. Second semester
   a. Attempting to recognize community problems
   b. Trying to project oneself into a work world and its problems

III. SPEAKING

A. Tenth grade

1. Organizing ideas for making announcements and giving directions
2. Participating in group discussions on single topics chosen

by the class
3. Sharing ideas on reading
4. Practice using good grammar
5. Learning the rudiments of parliamentary procedure by participating in vocational club meetings

B. Eleventh grade

1. Continuing the speaking activities of the tenth grade
2. Taping speeches and interpretative reading for personal criticism of individual voices
3. Organizing and presenting original speeches that illustrate thinking on readings of timely topics

C. Twelfth grade

1. Continuing use of the tape recorder to improve the speaking voice
2. Participating in mock job interviews
3. Second semester: Classroom practice in extemporaneous speaking, reading for meaning, and oral interpretation

IV. THINKING

A. In the tenth grade the student looks toward a career and consciously chooses courses and experiences that he thinks will help him/her.

B. His/her study of the lives and thoughts of his/her fellowmen mirrored in literature helps the student to project himself/herself into a work world.

C. In the twelfth grade the student realizes the individual's responsibility in helping to solve problems: he/she learns the measure of a man in man's universe.

V. WRITING

A. Tenth grade

1. Eliminating the most glaring usage errors such as "the fender is broke" or "I taken the tools to him/her."
2. Explaining accurately how to make an object or perform a simple skill
3. Avoiding writing generalizations without supporting facts
4. Filling out simple forms
5. Learning the techniques of reporting what is said, seen, or done without inserting personal opinions
6. Writing legibly
7. Correctly spelling all common words used in writing
8. Using end marks of punctuation correctly and becoming conscious of inner punctuation for purposes of clarity
9. Writing directions for activities involved in working on the job.

B. Eleventh grade

1. Writing simple paraphrases and precis of articles on vocational materials using the proper vocabulary
2. Avoiding generalizations based on only one fact
3. Eliminating plagiarism in written reports
4. Writing business letters
   a. Orders
   b. Applications
   c. Request for an interview
5. Making evaluative judgments in writing concerning the material read and discussed in class
6. Writing legibly

C. Twelfth grade

1. Composing and writing business letters
   a. Making and answering complaints
   b. Refusing a job
   c. Accepting a job
   d. Asking for a transfer
2. Writing a "Philosophy of Life" paper, attempting to answer: WHO AM I? WHERE AM I? WHAT DO I WANT IN LIFE?
3. Preparing a long paper (1,000 words) on a subject of interest to the writer who does some research to write a paper
4. Writing legibly
5. Writing for an audience with whom the student must communicate effectively and affectively
6. Using correct end punctuation and careful inner-sentence punctuation
7. Using words that indicate a knowledge of a difference between a writing and a speaking vocabulary

VI. SOCIAL

A. The skill that gives meaning and practicality to the communicative skills is the ability to get along with other people.
B. The student as he/she matures becomes aware of ideas and problems of his/her environment.
C. Each discovery or less that he/she learns about a human nature makes clearer the path he/she is following to achieve a vocational goal.

INSTRUCTIONAL MEDIA

Instructional media for purposes used here will be defined as *the various materials used for helping students achieve their vocational objectives.* Such materials are numerous and varied and may be used with a variety of methods to achieve either simple or multiple objectives: books, programmed texts, films, filmstrips, tapes, records, video tapes, etc. It is important that the instructors be knowledgeable in the various areas of media and know their primary purposes and appropriate utilization. Not only should they have the ability to operate, select, and use the best media, equipment, and material for specific objectives but should be able to prepare and select materials for these media to be of maximum assistance to the instructor.

GOALS:

The helper must not only be proficient in these audio-visual skills but also have training and knowledge in the learning behavior and patterns of the students. While one student may be able to learn a task by reading the instructions, another may need to have the task demonstrated by the instructor, or presented on film. Another student may be able to learn the task only by watching the entire task demonstrated and then being allowed to perform it. Still another may need the materials presented in short segments so that he can learn by performing the given task in shorter stages.

OBJECTIVES:

1. *To enhance classroom instruction*
2. *To define applications of specific skills*
3. *To develop specific competencies in conditions and standards.*
4. *To tailor instruction to the particular capabilities, interests, and need of the students.*
5. *To individualize instruction and provide a wider variety of learning experiences and methods.*
6. *To allow the slower students more opportunity to reinforce and/or repeat instruction without the attention and stigmas usually attached to such needs.*
7. *To prevent requiring every student to sit through instruction on every unit regardless of need, interest, background, and training.*

TOPICS OF INSTRUCTION IN THE USE OF MEDIA:

1. What instructional media can/cannot do.

2. Who learns from instructional media.

3. How and when to use instructional media.

4. What instructional media to use.

5. Where to obtain instructional media.
   a. Prepared media
   b. Teacher/para-professional prepared media
   c. Student prepared media

6. How to prepare and use school equipment

EPILOGUE

The Division of Vocational, Technical, and Adult Education is placing increased emphasis on the use of vocational para-professionals to assist educational institutions in their vocational programs by providing special assistance to those students experiencing difficulty in realizing their vocational objectives.

When students are achieving poorly in their vocational programs, the para-professional may be employed to work individually or collectively with identified Special Needs students, thus helping the students to progress more rapidly toward the goal of entry-level employment.

It is hoped that these guidelines will be found sufficient to conduct and promote the para-professional program. If additional information is needed, please feel free to call:

Raymond F. Faucette, Supervisor
Special Needs Programs
Department of Education
Education Building West
Little Rock, Arkansas 72201

Telephone: (501) 371-2374

RESOURCE MATERIALS

Adolescents and the Schools: Basic Books Inc., Publishers, 404 Park Ave. South, New York, N. Y. 10016.

American Education Today: McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. 10036.

Audiovisual Methods in Teaching: Holt, Rinehart, and Winston, Inc., 383 Madison Ave., New York, N. Y. 10017.

Basic Photography: Pitman Publishing Corporation, 20 East 46th Street, New York, N. Y. 10017.

Basic Skills of Oral Communications: William C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001.

Behavior and Misbehavior: A Teacher's Guide to Action: Prentice-Hall, Englewood Cliffs, N. J. 07632.

Bulletin Board Idea Sources: Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Children Under Pressure: Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Classroom Activities: National Education Association, 1201 Sixteenth St., NW, Washington, D. C. 20036.

Discipline for Today's Children and Youth: National Education Association, 1201 Sixteenth St., NW, Washington, D. C. 20036.

Early Education: Aldine Publishing Co., 529 South Wabash Ave., Chicago, Illinois 60605.

Educational Media: William C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001.

Educational Measurement: American Council on Education, 1785 Massachusetts Ave., New York, N. Y. 10017.

Guidance in the Classroom: MacMillan Company, 866 Third Ave., New York, NY 10022.

Individualized Instruction: National Education Association, 1201 Sixteenth St., NW, Washington, D. C. 20036.

Learning and Instruction: University of Chicago Press, 5750 Ellis Ave., Chicago, Illinois 60637.

Measurement and Evaluation in the Classroom: MacMillan Company, 866 Third Ave., New York, N. Y. 10022.

Resource Materials (Continued)

A Preface to Education: MacMillian Company, 866 Third Ave., New York, NY 10022.

Programmed Instruction: The Center for Applied Research in Education, Inc., 70 Fifth Ave., New York, N. Y. 10011

Social Responsibility in a Free Society: National Education Assoication, 1201 Sixteenth St., NW, Washington, D. C. 20036.

Thinking, Feeling, Experiencing: National Education Association.

Theories of Instruction: National Education Association.

Understanding Children: Teachers College Press, Columbia University, 525 West 120 St., New York, NY 10027.